

History Long Term Coverage Map

<p>EYFS Development Matters Subject Content</p> <p>Foundation Stage: Children should learn and discuss where they live, their environment, their families and past and present events in their own lives.</p> <p>The Foundation Stage History is taught in Nursery and Reception classes as an integral part of the topic work covered during the year. History makes a significant contribution to the following areas of Learning Development in EYFS:</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> · Understanding of the World; · Communication and Language; · Personal, Social and Emotional Development 	<p>Purpose of study</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Aims The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ● know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ● gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ● understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	
	<p>KS1 National Curriculum Subject Content</p> <p>Pupils should be taught:</p> <p>Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ● events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ● the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ● significant historical events, people and places in their own locality. 	<p>KS2 National Curriculum Subject Content</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain’s settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China, Ancient Greece ● a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

History Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

Civilisation

What were the key features and events of a given time period. Looking at National and International civilizations. Comparing and contrasting.

Contribution to the wider world

How a given civilisation has impacted on our lives and the wider world?

Achievements

What were the achievements of a civilisation or person within a given time period and how does that affect our lives?

Education

The value placed on education and the experience of learning in a given time period.

Medicine

The changes and advances of medicine throughout history.

Pandemic, epidemics and diseases throughout

Hierarchy

How the civilisation was structured socially.

Technology

The technological advances made by an individual or civilisation.

Empire

The power and influence, and impact of a given Empire.

Aspirations for the Future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as an Historian:

Archaeologist
Historian
Curator
Archivist
Academic librarian
Journalist
Teacher

Year Group	Autumn 2 7 weeks (1 Week BHM)	Spring 2 6 Weeks	Summer 2 6 Weeks
Year 1	Remember, Remember the 5th of November. 6 Lessons	May I Play? 7 Lessons / 6 Compulsory	Where to next? Let's go on an Adventure. 7 Lessons / 6 Compulsory
	NC: Significant historical events, people places in their locality NC: Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally.	NC: Some should be used to compare aspects of life in different periods NC: changes within living memory.	NC: The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods. NC: Changes within living memory, including where appropriate aspects of change in national life.
Key Concepts	Civilisation - Key features of this period. Contribution to the wider world/ Britain - How GPP has shaped our lives today? Beliefs & religion - What part did religion have in it? Hierarchy - Parliament, monarchy and democracy	Civilisation - Key features of this period Contribution to the wider world/ Britain - How has this changed our lives? Achievements - What new toys have been created? Technology - How has the technology of toys changed?	Civilisation - Key features of this period Contribution to the wider world/ Britain Achievements - What did each person achieve through exploration Technology - that allowed exploration
Year 2	Nurturing Nurses 10 Lessons / 7 Compulsory	Fire Fire 11 lessons / 6 compulsory	Wish you were here! 7 Lessons / 6 Compulsory
	NC: the lives of significant individuals in the past who have contributed to national and international achievements. NC: Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally.	NC: Significant historical events, people places in their locality. NC: Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally.	NC: significant historical events, people and places in their own locality. NC: Some should be used to compare aspects of life in different periods NC: changes within living memory.
Key Concepts	Civilisation - Key features of this period Contribution to the wider world/ Britain - Florence Nightingale and Mary Seacole Contributions, how has advanced in medicine changed the world? Achievements - Florence Nightingale and Mary Seacole Achievements, achievements of MS as a black nurse and also discrimination she faced. Technology - Hospital technology changes Medicine - How medicine was changed by Florence Nightingale. What other treatments were used? Epidemics during this time: typhus, typhoid, cholera and dysentery.	Civilisation - Key features of this period Contribution to the wider world/ Britain - How did Great Fire of London change our society/ houses? Achievements - How did we learn from Great Fire of London? Technology - How has technology changed?	Civilisation - Key features of this period Achievements - How has technology changed in order for our holiday destinations to change? Technology - How have toys and holidays changed?
Year 3	The First Nations 9 Lessons / 6 Compulsory	Life in Britain 9 Lessons / 6 Compulsory	What about us? Our School History Victorian Link 6 Lessons
	NC: changes in Britain from the Stone Age to the Iron Age (Adapted for our school - looking at what was going on around the world also.)	NC: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)	NC: a local history study
Key Concepts	Civilisation - Key features of this period Contribution to the wider world/ Britain Achievements - What did Stone Age, Bronze Age and Iron Age achieve? Beliefs & religion - What did the Bronze Age and Iron Age believe? Rituals/ Stone Circles, burials, druids. Medicine - What did they use for illness or disease? Plant based treatments. Technology - What new technology did each period give us - Fire, farming, wheels, ploughs.	Civilisation - Key features of this period Contribution to the wider world/ Britain Achievements- How did Stone Age, Bronze Age and Iron Age achieve? Farming, tools, farming equipment. Beliefs & religion - What did the Bronze Age and Iron Age believe? Rituals/ Stone Circles, burials, druids. Medicine - What did they use for illness or disease? Technology Fire, farming, wheels, ploughs. Empire (Military) - Bronze Age and Iron Age soldiers.	Civilisation - Key features of this period Contribution to the wider world/ Britain - how has this period of time changed our experiences today. Achievements - What did the Victorians achieve? reform acts to change working conditions, compulsory education for all 1880 Medicine - What illnesses were around during the Victorian era and how has it changed?

Year 4	Raiders, Traders and Invaders Romans 11 lessons 6 compulsory	Raiders, Traders and Invaders Anglo Saxons 7 Lessons 6 Compulsory	Raiders, Traders and Invaders Vikings 9 Lessons 6 compulsory (When lessons merged)
	NC: the Roman Empire and its impact on Britain (non-statutory) NC: Britain's settlement by Anglo-Saxons and Scots (non-statutory)	NC: the Roman Empire and its impact on Britain (non-statutory) NC: Britain's settlement by Anglo-Saxons and Scots (non-statutory)	NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Key Concepts	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Achievements - Who or what are key achievements during this period e.g. battles, Julius Caesar, Claudius.</p> <p>Beliefs & religion - Roman gods and goddesses</p> <p>Medicine - What did they use for illness or disease?</p> <p>Hierarchy - The way society was structured compared to today e.g. emperor - slave.</p> <p>Technology - What new technology did each period give us - Tseudo, farming, cooking.</p> <p>Empire (Military) - Why did they have power and success as an empire.</p> <p>Comparisons of military strength</p>	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Achievements - writing, kingdoms, battles, art, Anglo Saxon Chronicle.</p> <p>Beliefs & religion - Change from Pagans to Christians. Introduction of Christianity.</p> <p>Medicine - What did they use for illness or disease?</p> <p>Hierarchy - Who ruled? Struggle for kingdoms and power.</p> <p>Empire (Military) - Power and comparisons of military</p>	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Education - focus on building, boat building, weapon making, fine goldsmith work and the art of war.</p> <p>Achievements - Battles, fighting for kingdoms and power.</p> <p>Beliefs & religion - Norse mythology, gods and goddesses</p> <p>Medicine - What did they use for illness or disease?</p> <p>Hierarchy - Who ruled? Struggle for kingdoms and power.</p> <p>Technology - Longship, navigation, battles, language, skis, combs, sagas (Stories)</p> <p>Empire (Military) - Power and comparisons of military.</p>
Year 5	It's All Greek To Me 13 Lessons / 9 Compulsory	Walk Like an Egyptian 8 Lessons	London's Calling (WW2) 9 Lessons
	NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world	NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	NC: a local history study NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Key Concepts	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Achievements - of the ancient Greeks e.g. alphabet, mathematics, buildings, Alexander the Great</p> <p>Beliefs & religion - gods and goddesses</p> <p>Education - The value they put on education. Philosophers, mathematicians, doctors.</p> <p>Medicine - What did they use for illness or disease?</p> <p>Hierarchy - How was their society structured e.g. Kings, military leaders.</p> <p>Technology - Language, writing, medicine, architecture.</p> <p>Empire (Military) - Power and comparisons of military</p>	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Achievements - education, architecture, mathematics, hygiene, medicine.</p> <p>Beliefs & religion - Gods and goddesses, afterlife, creation stories,</p> <p>Medicine - What did they use for illness or disease? Mummification and the afterlife, knowledge of the human body and organs.</p> <p>Hierarchy - Pharaohs, government officials, scribes, merchants, artisans, farmers, slaves</p> <p>Technology - hieroglyphics, farming, shadoof, pyramids, pyramids, mathematics, mummification, architecture, paper, toothpaste, ships, make up.</p>	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain - How did WW2 affect our lives today?</p> <p>Achievements - Winning WW2, success of the military, land army, women's rights</p> <p>Beliefs & religion - Mostly Christian in Britain, experience of Jewish children in Germany, discrimination because of religion.</p> <p>Education - Evacuees experiences, school diaries from Vicarage.</p> <p>Hierarchy - How was their society structured e.g. King, military leaders, Prime Ministers and leaders.</p> <p>Technology - Planes, ships, trains, weapons, industry, role of women.</p> <p>Empire (Military) - Power and comparisons of military, contribution of women to the military effort, Black and Asian experiences during the war.</p>
Year 6	Ancient Islamic Civilisation 10 Lessons / 8 Compulsory	Marvellous Medicine Warts and All	What makes London, London?
	NC: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	NC: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	This unit has been specifically adapted for our school and in light of current events. It will include the history of different cultures and how they came to be in London. Specifically targeting knowledge of immigration of specific communities and reasons for that. e.g. Jamaicans/ Caribbean's during Windrush, India - East India Company, India during WW2, Africans during the slave trade, Jewish community fleeing Russia, Commonwealth migration
Key Concepts	<p>Civilisation - Key features of this period</p> <p>Contribution to the wider world/ Britain</p> <p>Achievements - philosophy, silk road, architecture, art</p> <p>Beliefs & religion - art, Golden Age of Islam</p> <p>Education - The value of education was incredibly high. Scholars. House of Wisdom</p> <p>Medicine - What did they use for illness or disease? First hospitals built by AIC.</p> <p>Hierarchy - Caliphs, philosophers, priests/ imams</p> <p>Technology - language, art, education, science, poetry, astronomers, algebra, chess, glass etc.</p> <p>Empire (Military) - Silk road - a vastly different way of having powder compared to Romans (invaders)</p>	<p>Civilisation - Key features of different periods</p> <p>Contribution to the wider world/ Britain - How have medical advances contributed to our lives today?</p> <p>Achievements - Advances in medicine, key doctors/ scientists throughout time, key events</p> <p>Beliefs & religion - Any beliefs and religions linked to different time periods.</p> <p>Medicine - How has medicine advanced throughout history. What pandemics or epidemics are similar to COVID-19?</p> <p>Technology - How has our knowledge of medicines and equipment advanced?</p>	<p>Civilisation - Key features of different periods</p> <p>Contribution to the wider world/ Britain -</p> <p>Achievements - Key British figures who have contributed to achievements</p> <p>Beliefs & religion – Explore the religions and beliefs that make up our community</p> <p>Technology – Contributions London/Britain have made to technology advancement</p> <p>Empire- immigration of specific communities and reasons for that. e.g. Jamaicans/ Caribbean's during Windrush, India - East India Company, India during WW2, Africans during the slave trade, Jewish community fleeing Russia, Commonwealth migration</p>